

INSPECTION REPORT

YERBURY PRIMARY SCHOOL

Islington

LEA area: Islington

Unique reference number: 100429

Headteacher: Mrs M Gibson

Reporting inspector: Mrs J Wotherspoon
22199

Dates of inspection: 22nd – 23rd January 2001

Inspection number: 191398

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Foxham Road
Islington
London

Postcode: N19 4RR

Telephone number: 020 7272 6580

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Appropriate authority: The governing body

Name of chair of governors: Mr M Stamp

Date of previous inspection: January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yerbury Primary School is larger than average with a roll of 468 pupils aged between 3 and 11; 52 of these attend the nursery. There are more boys than girls, with imbalance in some classes. Pupils enter the nursery full-time in September or January, depending on when they have their fourth birthday. Their attainment at this point is broadly in the average range. When they move to reception the following year, assessments show that their attainment is generally above average. The school's population is settled; few pupils leave or join the school during the year. However, the school has grown steadily since the time of the last inspection. The school serves a socially, culturally and ethnically diverse area. Approximately 40 per cent of the pupils come from different ethnic groups. Ninety-eight pupils speak English as an additional language, 16 are at an early stage of learning English; this figure is high. The main languages spoken are Turkish, Greek, Italian and Arabic. Thirty-four pupils receive support that is funded through EMAG (Ethnic Minority Achievement Grant). Fifty-eight pupils (about 12 per cent) have been identified as having special educational needs – this is below average. One pupil has a statement of special educational needs. Nineteen per cent of pupils are eligible for free school meals; this is around the national average. The school is part of the North Islington Education Action Zone and has recently been granted beacon status.

HOW GOOD THE SCHOOL IS

The school is very effective. Pupils achieve standards that are well above average in English and mathematics by the age of eleven. Teaching is consistently good and this motivates pupils to work hard and achieve well. The leadership of the headteacher is very strong in setting the ethos for learning. Governors have a good awareness of the school's strengths and areas that require developments. However, more needs to be done to evaluate the effectiveness of developments. The costs per pupil are slightly higher than the London average; the school gives good value for money.

What the school does well

- Pupils make good progress across the school to achieve high standards in English and mathematics by the age of eleven.
- Pupils are eager to learn and work hard.
- The quality of teaching is good; it stimulates pupils' interest and enhances the quality of their learning.
- The school provides very well for pupils' personal development and, as a result, their behaviour is very good and they enjoy excellent relationships.
- The headteacher sets high expectations; her strong leadership underpins a very positive ethos for learning.

What could be improved

- The consistency with which teachers implement the revised policy for assessment.
- The quality of long-term planning for school improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 when it was judged to be 'of high quality where much good education takes place'. Since then it has made good improvement overall. Areas identified as requiring improvement have been addressed satisfactorily, the strengths have been maintained and developed further, and the rise in test results at the end of Key Stage 2 has been above that found nationally. Assessment procedures have been revised and developed but there is still more to do to refine these and to ensure that practice is consistent between teachers. Good improvement has been made to the provision for the youngest pupils in nursery and reception classes.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A*	A*
mathematics	A	B	A	A
science	A	B	B	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that the school has achieved consistently high standards in English over the last three years. In 2000, the English results placed the school in the top five per cent of all schools. In all three subjects, the proportion of pupils achieving and exceeding the expected level at the age of 11 has risen each year. However, in science, despite a good emphasis on experimental and investigative work, results have not kept pace with increases in national figures. Standards of work seen during inspection show that pupils are well on course to meet the school's targets and to maintain the standards achieved in previous years. The school's targets for the current Year 6 are realistically challenging. The results of Key Stage 1 tests in 2000 were below the national figures and much lower than in previous years, but not unexpected by the school. Many pupils in this cohort receive additional support to improve their literacy skills. The work of pupils in Year 2 suggests that, this year, test results will be closer to those of previous years. Throughout the school, pupils are articulate and the high standard of speaking skills make a good contribution to pupils' learning in other subjects. The standards of musicianship achieved by members of the band are high and the quality of the choir's singing is very good. Both groups make an important contribution to the life of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and eager to learn. High levels of concentration, enthusiasm and perseverance are features of lessons. Pupils are well motivated to achieve their best.
Behaviour, in and out of classrooms	Behaviour in class is very good. Pupils are polite and friendly. Pupils' movement up and down the stairs is less orderly. Playtimes are harmonious and sociable.
Personal development and relationships	Excellent relationships are seen as pupils work together in pairs and groups. Pupils report that serious arguments and disagreements are rare and, where they do occur, are dealt with effectively.
Attendance	Good. Attendance figures are above the national average and unauthorised absence is low.

Pupils' very good attitudes and behaviour and the excellent relationships they share with adults and with each other make a significant contribution to the school and to the standards they achieve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall and makes a valuable contribution to the standards that pupils achieve. It was satisfactory or better in all the lessons seen. In four out of five lessons, teaching was good or better and it was very good in a quarter of lessons. The quality of teaching in English and mathematics is good. The skills of literacy and numeracy are taught well and often reinforced through other subjects of the curriculum. There are strengths in the quality of the relationships between adults and pupils, and in the expectation and management of pupils' behaviour. Explanations of new work are clear so that pupils quickly understand what they have to do. Work is presented in a way that captures pupils' imagination and interest and fosters opportunities for independence. The development of speaking and listening skills through drama and opportunities for group and paired work is a feature of many lessons. There is a good emphasis on reinforcing key vocabulary and this is particularly beneficial for those pupils who do not speak English as their first language. Not all teachers tell pupils what they are going to learn at the start of a lesson, or review what has been learnt at the end of lessons; these are missed opportunities for pupils to evaluate their own learning and for older pupils to set their own targets for improvement. The marking of pupils' work, though regular, is not always as helpful as it might be in identifying areas for improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good breadth and balance to the curriculum, which is enriched by a very good range of visits and visitors and many opportunities for involvement in local projects.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Early identification and carefully targeted work ensure they make good progress.
Provision for pupils with English as an additional language	Good. Well-informed and trained specialist teachers give pupils effective support. Pupils from different cultural heritages are encouraged to share their experiences within the school community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Moral and social development are promoted very strongly and provision for cultural development is excellent. The school provides many opportunities to celebrate the richness and diversity of the cultures represented within the school.
How well the school cares for its pupils	The school staff take good care of pupils on a day-to-day basis. Formal written procedures for assessing and monitoring some aspects of safety and welfare lack rigour.

The national strategies for literacy and numeracy are implemented well but not at the expense of other subjects and skills. Improvements in the curriculum for the youngest pupils smoothes their transition from nursery into reception and on to Key Stage 1. Provision for information and communication technology is now good. Pupils have regular access to good quality resources in the 'Chip Shop' and to

a consistent level of direct teaching skills. Much work has been done to improve and formalise assessment procedures. A revised policy sets out the expectations but teachers are not yet implementing the policy consistently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a strong lead in establishing the ethos of the school. Good co-ordination of subjects and responsibilities by key staff provide a strong network of support.
How well the governors fulfil their responsibilities	Good. Governors are clear about their roles and responsibilities and are very committed to maintaining the success of the school.
The school's evaluation of its performance	Satisfactory. The school compares its results with other schools both locally and nationally but does not analyse the data rigorously to set targets and to evaluate the impact of action taken.
The strategic use of resources	The school is successful in bidding for additional grants to provide resources for pupils. These and other grants are used well to employ staff to support individuals and groups of pupils.

The headteacher's clear philosophy is conveyed to and shared by staff and governors. Together they have successfully maintained a balance between a strong ethos, a broad curriculum and high test results. The school's involvement in a number of educational initiatives is managed well. Governors are very well informed and have a good understanding of the school's strengths and weaknesses. They bring a good range of expertise from a variety of backgrounds and experiences. The school development plan is detailed but it spans only one year and this limits its usefulness as a basis for long-term improvements. A large surplus of funds is gradually being reduced to a more reasonable level as efficient use is made of resources and governors seek to apply best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

(based on the parents' questionnaire completed by about a third of parents and a meeting attended by 50 parents)

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils' behaviour is good and the school encourages pupils to become mature and responsible. • The teaching is good. • The school has high expectations that pupils will work hard and do well. • Pupils make good progress. • The school is led and managed well. 	<p>Approximately 20 per cent of parents who responded would like to improve:</p> <ul style="list-style-type: none"> • the amount of homework • the information provided about how pupils are progressing. <p>Nearly 30 per cent who responded want to improve:</p> <ul style="list-style-type: none"> • the range of activities outside of lessons.

The inspection team share the positive views of parents, all of which were expressed by more than 90 per cent of those who responded to the questionnaire. Inspectors agree, in part, with what some parents would like to see improved. The range of lunchtime and after school clubs is limited to sport and music, but this is in line with what is found in many primary schools. Parents of younger pupils were happy that they should not have too much homework, whereas some parents of older pupils wanted more. Homework is reasonably regular and relevant but not as frequent as government guidelines recommend for older pupils. However, it is in line with the school's own policy and philosophy. Inspectors agree that end of year reports to parents do not always identify clearly what pupils need to do to improve. However,

the school's weekly 'drop-in' sessions give parents many informal opportunities to find out about, and to discuss, their child's progress; this is much more than most schools provide.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress across the school to achieve high standards in English and mathematics by the age of eleven

1. Pupils make good progress during their time at the school. They achieve highly in National Curriculum tests at the age of eleven; the current Year 6 pupils are on course to do well. Over the last four years, test results have been consistently above or well above those of national, local and similar schools. In 2000, almost all Year 6 pupils reached the expected level (Level 4) in reading. Reading results were better than those in writing but the gap between them was not as great as that found nationally.
2. Full-time nursery provision gives pupils aged between three and four a good start to their education. By the time they move to reception classes, many pupils have a well-developed knowledge of rhymes, they recognise letter names and sounds and can answer questions about a story they have heard. Their skills are developed well and reception pupils begin to recognise and read simple sentences, use initial sounds in attempting to write words and copy their name.
3. Most pupils in Key Stage 1 work within the levels expected for their age. In the main, their reading is accurate and fluent; they use a wide range of strategies to work out unfamiliar words. A good number of parents and members of the community come in to school to read with individual pupils who need more support to develop their reading skills. The school trains these adults and makes good use of them. Throughout Key Stage 2, pupils' reading skills are developed further, sometimes through other subjects such as history, where pupils search for information from both books and CD-Rom packages. Good use is made of the additional literacy support material to improve the skills of pupils in Year 3 who did not achieve well in National Curriculum tests at the end of Year 2.
4. Writing is a whole-school focus for improvement. Pupils' work shows a good attention to developing spelling and handwriting, as well as improving the key features of structured writing. Teachers give pupils useful writing frames to provide a structure for their work and this helps them to develop a logical sequence to their writing. Teachers introduce pupils to a wide range of writing styles. Older pupils are introduced to literary techniques such as metaphors. For instance, Year 5 pupils decided that the moon was a 'lump of mozzarella cheese picked from the pepperoni pizza'. They also identified the alliteration in this metaphor. By Year 6, pupils realise the need to vary the length of sentences they use to make their writing more interesting to read. Some use a wide-ranging vocabulary to maintain the reader's interest. Their writing is punctuated accurately, spelt correctly and neatly presented.
5. High standards in speaking make a significant contribution to pupils' learning. Pupils have a well-developed ability to discuss ideas in groups and this effective means of learning is used well by teachers in subjects such as science. This approach fosters good levels of independence and problem solving as well as good relationships. Such strategies begin when pupils are young. In nursery and reception classes, teachers encourage pupils to talk with each other and share roles as they play creatively in the role-play area. In a very good lesson in Year 1, when pupils were re-enacting part of a

story, they displayed an exceptionally mature approach to their discussion and to making decisions. There is a good focus on teaching pupils the correct vocabulary for each subject so that they become familiar with, and use, the correct terminology; this is often displayed on the walls of the classroom.

6. The school has introduced the National Numeracy Strategy well. This can be seen in the way that pupils are using mental strategies for calculation and the confident way in which they explain their methods. Reception pupils are developing a good knowledge of number; they count up to ten objects and many already recognise numerals correctly. In Key Stage 1, most pupils are working within the levels expected for their age. They used the correct vocabulary that displayed their good knowledge of shape names and properties and recorded their work logically. More able pupils are challenged to achieve well. Throughout Key Stage 2, strategies are developed further and pupils in Year 4 used several mental strategies effectively when adding three 2-digit numbers together mentally while their partner checked their addition on a calculator. By Year 6, pupils' good knowledge and quick recall of number and multiplication facts underpins the speed and accuracy of their work. Only a small number of pupils are not working at the expected standard; many exceed it.
7. Literacy and numeracy skills are used well in other areas of the curriculum. Pupils' work includes a good range of writing that encompasses narrative reports of historical events, examples of pupils showing empathy for people from the past and some emotive poetry based on the Second World War. Well-structured scientific reports exemplify a good range of practical investigation and experimental work. These reports also contain a good variety of diagrams, charts, tables and graphs, which have been produced following careful measurements and used to draw conclusions from the data. Pupils have good opportunities to apply their knowledge of number to investigations of number patterns when, for example, writing a formula for a spreadsheet using a computer package.

Pupils are eager to learn and work hard

8. Pupils enjoy coming to school. Indeed, some of the oldest pupils have mixed feelings about leaving at the end of the year. Pupils enjoy the wide range of visits to places of interest such as the Science Museum, the Globe Theatre and St Albans and opportunities to take part in local projects such as 'Playing for Success' held at Arsenal Football Club. This is a project funded by the Education Action Zone (EAZ) to improve literacy and numeracy skills through using information and communication technology. There is a strong work ethic and well-established work habits are the norm. The level of participation in lessons is very good; pupils are keen to ask and answer questions. They are encouraged by their teachers to seek clarification if they are unsure and this they do with a good level of confidence and self-assurance.
9. Pupils have very good attitudes to learning which can be seen in the way that they respond to tasks with a high level of enthusiasm and interest. Pupils with special educational needs and those learning English as an additional language are equally positive about their learning. Several boys from Year 3 talked positively about the work they do in ALS (additional literacy support) groups. They were very clear that this support is helping them to improve their spelling and writing. Pupils are highly motivated and a good level of perseverance is maintained in most lessons. Good concentration and effort are common throughout the school. Pupils are attentive to their teachers; they know that they are at school to learn. They also listen well to one another. An atmosphere of quiet purposeful activity pervades the school. Standards of presentation are good and pupils take pride in their work.

The quality of teaching is good; it stimulates pupils' interest and enhances the quality of their learning

10. Lessons are planned and prepared thoroughly. They are structured in a way that develops pupils' skills and knowledge over time, building effectively on what pupils have learnt previously. Literacy and numeracy skills are taught well, using the guidance in the national strategies but with sensible adaptations that enable teachers to meet pupils' different learning needs. Whole-class teaching is well balanced with group work. Teachers know their pupils well and adapt tasks to match their abilities, providing support for lower attaining pupils and challenge for more able pupils.
11. Teachers are enthusiastic and this inspires pupils to be keen and well motivated. New work is introduced effectively. Important subject vocabulary is emphasised so that pupils become confident in using the correct terminology; this is especially helpful for pupils who speak English as an additional language. Explanations are clear and based on teachers' secure knowledge of the subject. For example, in an information and communication technology (ICT) lesson in Year 6 where pupils were learning to use spreadsheets, teachers were confident to troubleshoot for pupils who initially found the task difficult and at the same time set challenging extension activities for more able pupils.
12. Pupils are often organised in pairs or groups so that they work collaboratively. This is a conscious decision to promote discussion, reinforce good relationships and to enable pupils to learn from each other. In science, the emphasis on experimentation and investigation gives pupils good opportunities to apply their scientific knowledge to practical tasks. Pupils are organised into mixed ability groups and encouraged to organise and manage their own learning. The level of participation and the quality of discussion is often high, even among the younger pupils in Key Stage 1.
13. Very high expectations of pupils' behaviour ensure that pupils maintain a good effort and work rate. The management of pupils is often unobtrusive because they are well motivated and stimulated by interesting tasks. Pupils are confident to ask questions and seek clarification; this is evidence of the secure and comfortable relationships enjoyed between adults and pupils. Teachers use praise well to motivate pupils and boost their self-esteem.
14. In the best examples of teaching, teachers shared with pupils what they were going to learn so that pupils knew exactly what was expected of them. At the end of the lesson, pupils were encouraged to review what they had learnt and reflect on what they could do to improve next time. The very good pace to these lessons meant that not a moment was wasted.
15. The school makes good use of teachers' expertise, for example in music. Instrumental playing and singing is of a high quality and makes a valuable contribution to the life of the school. Pupils who have special educational needs and those who speak English as an additional language are supported well. There is some particularly effective team teaching between class teachers and the support teacher whose expertise is used well for the benefit of all pupils.

The school provides very well for pupils' personal development and, as a result, their behaviour is very good and they enjoy excellent relationships

16. All staff set high expectations of behaviour that is reinforced consistently. Pupils' very good understanding of right and wrong is fostered from an early age in nursery and reception classes. Pupils know the ground rules and the school's expectations. They have a clear understanding that any misdemeanours will be followed up by teachers, with the headteacher meting out the ultimate sanctions. Equally, they understand that good behaviour and work will be rewarded and celebrated and see this as a good motivator. Adults use praise and encouragement effectively to motivate and boost pupils' self-esteem. As a result, they are confident learners.
17. In response to the school's high expectations, pupils' behaviour is very good in lessons and in assemblies. When pupils enter the hall for assembly they are allowed to choose to sit anywhere – many like to sit with friends in other classes and brothers and sisters can sit together – this enhances the 'family atmosphere' of this occasion that is unusual in a school of this size. Pupils are mature about the way in which they exercise this choice and there is a minimum of fuss. However, movement around the school, especially going up and down the stairs, is less orderly. Lunchtime is quite a social occasion. Pupils are polite and well mannered at the table.
18. Pupils get on exceptionally well with each other and with the adults in the school. There is a strong feeling of mutual respect. The phrase 'treat others as you want to be treated' sums up the school's approach to fostering good relationships between pupils. Assemblies reinforce strong moral themes and offer good opportunities for celebrating pupils' achievements. Even pupils who have recently started school in the nursery classes are forming good relationships with adults and with each other. Older pupils need little reminding of expectations; they are expected to present a good model to their younger peers, and they do! They take advantage of opportunities to read with younger pupils and this is mutually beneficial.
19. Pupils play amicably together at break-times. There are no obvious signs that any pupils are left out or isolated. Pupils in each class take responsibility to be 'playground friends' by noticing those who might be lonely and encouraging them to participate in play. The oldest pupils report that there are sometimes squabbles, but they consider that bullying happens rarely. They know who to go to if they have a problem and they are confident that disagreements will be sorted out with the help of an adult. They understand the SWAT¹ code although they confide that sometimes it is hard to walk away if you are furious with someone who is annoying you. Pupils value the contribution that the group time known as 'circle time' makes to opportunities to talk through issues that might arise between pupils. The 'Circle of Friends' is used effectively as a means to support pupils having difficulty making relationships. For younger pupils, well-chosen stories such as 'Billy and the Big New School' give good opportunities to discuss issues and experiences. Many good displays around the school celebrate the richness and diversity of the cultures represented in the school and in wider society. The oldest pupils are well aware of the different cultures represented in the school and see this as positive; they enjoy celebrating religious festivals at different times of the year. Teachers provide many opportunities for pupils to work together collaboratively, especially in science, and this fosters strong relationships as pupils learn about each other and from each other.

The headteacher sets high expectations; her strong leadership underpins a very positive ethos for learning

¹ STOP! WALK AWAY, ASK an adult for help, THINK

20. The headteacher is a strong and determined leader who brings a high level of energy and commitment to her role. She is highly regarded by staff, governors and parents alike. She has a clear view of where she wants the school to be and a firm philosophy that puts the whole child at the centre of everything the school does. This is exemplified in the very positive ethos for learning that pervades the school and in the determination to provide a broad curriculum while maintaining high standards of achievement at the end of Key Stage 2. These aims are met well because all members of the school community are committed to them. Test results have risen faster than the national figures but not at the expense of the strengths in pupils' personal development.
21. The headteacher sets high expectations of staff who share her commitment and philosophy; there is a strong sense of teamwork. Staff undertake their leadership roles conscientiously and with enthusiasm, providing valuable support and guidance for their colleagues. The National Strategies for Literacy and Numeracy have been embraced fully and the school is a 'lead school' for both strategies, giving demonstration lessons and providing support to colleagues in schools in the authority and further afield.
22. Governors are supportive of the headteacher and staff. They have a good range of expertise and experience that they bring to their role from other walks of life. They are well informed of school issues through detailed and informative reports from the headteacher and staff, and from their own knowledge gained from visiting the school. Together with the headteacher, they actively seek involvement in educational initiatives that will benefit the school. Regular bids for additional funds have been successful and as a result the school has been able to improve the fabric of the building and enhance the resources such as the ICT suite (known as the 'Chip Shop').

WHAT COULD BE IMPROVED

The consistency with which teachers implement the revised policy for assessment

23. Much work has been done within the last year to revise and improve assessment practices. The co-ordinator is knowledgeable and has led some useful training for staff. A revised policy sets out expectations for a whole-school approach and gives clear practical guidance. At present, there are inconsistencies in teachers' practice, which reflect the newness of the policy and there is a need for routines to become fully established.
24. Day-to-day assessment is sound and teachers make notes on their planning about how well pupils achieve so that small adjustments can be made to future lessons; this ensures that pupils' learning needs are met. Teachers do not always follow the guidance on sharing with pupils what they expect them to learn in a lesson and then reviewing these expectations at the end of the lesson. This restricts opportunities for pupils to be involved in evaluating what they have learnt. Where this practice was seen, for example in a Year 6 lesson, it was effective in highlighting for pupils what they needed to practice further. However, in the main, teachers do not yet capitalise on such opportunities to develop individual targets for pupils' future learning. Teachers mark pupils' work regularly to acknowledge and praise their efforts. However, the quality is inconsistent across the school, with only limited evidence of teachers indicating what pupils need to do to improve their work in future.
25. Teachers are beginning to identify class and group targets based on key school priorities, such as the present focus on improving pupils' writing skills. In one year group, these writing targets were displayed on pupils' desks but pupils in other years were not always sure what their targets were. Parents, too, are unclear about how the

school sets targets for improvement. A minority of parents would like more information on their child's progress and would like to know how they can help their child improve. This is because reports are detailed but they do not state clearly what pupils need to do to improve. Further clarification and information for parents about targets for improvement would strengthen the school's efforts to involve parents in their children's learning.

26. The school conducts a programme of non-statutory testing each year. A new system has been put in place to help the school track pupils' achievement over time using the results of these tests. As this becomes established, it will become a useful tool for checking the rate of pupils' progress from year to year, for setting targets and for analysing strengths and weaknesses in pupils' achievement. The results of reading tests are used to identify pupils who are not making expected progress and these pupils are targeted for additional support. The school already analyses end of key stage test results in a general way and makes comparisons with other schools nationally and locally. However, with a greater range of information, a more detailed analysis will be possible in future years.

The quality of long-term planning for school improvement

27. The school improvement plan is written in the autumn term and the developments cover the current academic year; there is no overview of planned developments beyond this time frame. The plan is soundly based on issues raised after reviewing the previous year's targets, from current priorities and an analysis of end of key stage tests.
28. The school evaluates its performance in general terms. Staff and governors know that standards are high, but there is no detailed analysis of data to ensure that all pupils are progressing equally well or to look for trends in attainment over time. Recent improvements and changes to the programme of assessment will enable the school to be more rigorous in analysing data in future and in using this information to set priorities that can be measured in numerical terms. The current plan does not identify quantifiable targets that can be measured by pupils' performance. As a result, it is difficult for governors to evaluate the cost effectiveness of some actions. For example, new part-time staff have been appointed to provide additional support for pupils in Key Stage 1 and in Year 3, but it is not clear from the plan when or how the effectiveness of this will be measured in terms of improvement in the standards achieved by these pupils.
29. Budget setting and development planning take place at different times of the year and are not timed to coincide. Planned developments are costed but closer matching with available funds would ensure that finances are targeted more carefully to key priorities. In the past, the amount of funding unspent and carried forward to the next financial year has been unacceptably high. Governors are aware that this is not good practice and the figure for the current year is within acceptable limits.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to maintain consistently high standards the school should:
 - Monitor assessment practice to ensure that the revised policy is implemented rigorously and that there is consistency of approach in the following:
 - opportunities for pupils' self-evaluation;
 - the quality of teachers' marking of pupils' work;
 - and target setting.

- Improve the quality of planning for the school's long-term development, through more detailed and rigorous evaluations of what pupils achieve and by closer links to available funding.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	24	60	14	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	416
Number of full-time pupils known to be eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	98

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2000	37	23	60
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	27	31	30	
	Girls	18	18	21	
	Total	45	49	51	
Percentage of pupils at NC level 2 or above	School	75 (85)	82 (80)	85 (90)	
	National	84 (82)	85 (83)	90 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	30	31	32	
	Girls	19	20	21	
	Total	49	51	53	
Percentage of pupils at NC level 2 or above	School	82 (83)	85 (80)	88 (83)	
	National	84 (82)	88 (86)	88 (87)	
<i>Percentages in brackets refer to the year before the latest reporting year.</i>					

Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		2000	28	30	58
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	26	25	27	
	Girls	27	23	28	
	Total	53	48	55	
Percentage of pupils at NC level 4 or above	School	91 (81)	83 (75)	95 (76)	
	National	75 (70)	72 (69)	85 (78)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	24	25	26	
	Girls	25	22	25	
	Total	49	47	51	
Percentage of pupils at NC level 4 or above	School	86 (76)	82 (81)	89 (85)	
	National	70 (68)	72 (69)	80 (75)	
<i>Percentages in brackets refer to the year before the latest reporting year.</i>					

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	3
Black – other	11
Indian	5
Pakistani	0
Bangladeshi	2
Chinese	3
White	215
Any other minority ethnic group	110

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	20
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	70

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	1,051,658
Total expenditure	971,480
Expenditure per pupil	2,059
Balance brought forward from previous year	179,487
Balance carried forward to next year	259,665

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	468
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	2	1	0
My child is making good progress in school.	60	33	6	1	1
Behaviour in the school is good.	68	30	1	0	1
My child gets the right amount of work to do at home.	46	32	15	5	2
The teaching is good.	70	27	3	0	1
I am kept well informed about how my child is getting on.	44	37	15	3	1
I would feel comfortable about approaching the school with questions or a problem.	63	27	7	4	0
The school expects my child to work hard and achieve his or her best.	62	30	7	0	1
The school works closely with parents.	52	35	8	2	2
The school is well led and managed.	77	18	3	0	1
The school is helping my child become mature and responsible.	65	30	3	0	2
The school provides an interesting range of activities outside lessons.	29	33	20	8	10